DOCUMENT RESUME

ED 209 874 EC 140 391

AUTHOR Raschke, Donna; And Others
TITLE Performance Based Teacher Training--It Really Works.
PUB DATE Feb 81
NOTE 61p.; Paper presented at the Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 17-20, 1981). Best copy available.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Competency Based Teacher Education; *Disabilities; Higher Education; Program Descriptions; *Special Education Teachers; *Teaching Skills
IDENTIFIERS *University of Northern Iowa

ABSTRACT

An operational, noncategorical, performance based teacher education program for the preparation of teachers of the handicapped at the Department of Special Education, University of Northern Iowa is described in the text of a panel presentation. Panel members address historical perspectives of the training program, key features of the program, supervision and evaluation of trainees, and perspectives of a school administrator. A major portion of the paper consists of the specific performance criteria for the four major components of the educational process (assessment procedures, programing designs, instructional strategies, and evaluation techniques). Also included are figures which compare the current performance based training program with traditional programs, list philosphical axioms of the program, and chart the sequence and staff organization of the program. (Author/DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED209874

Presentation to American Association
of Colleges for Teacher Education, 1981

Performance Based Teacher Training - It Really Works

Program Participants

1. Session leader and panel member

Dr. Donna Raschke, Assistant Professor
University of Northern Iowa
153 Education Center
Cedar Falls, Iowa 50614

2. Panel member

Dr. Marion Thompson, Department Chairman
University of Northern Iowa
150B Education Center
Cedar Falls, Iowa 50614

3. Panel member

Mrs. Harriet Healy, O.T.R., Ed.S.
Administrator, Northern Iowa Instructional Laboratory
University of Northern Iowa
137 Education Center
Cedar Falls, Iowa 50614

4. Panel member

Mr. Vilas (Sid) Morris
Central Sector Coordinator
Area Education Agency VII
3712 Cedar Heights Drive
Cedar Falls, Iowa 50613

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Donna Raschke
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

EC 140 391

Presentation: American Association of Colleges for Teacher Education, Detroit, Michigan, February 19, 1981. Raschke, Donna and others, 1981, pages.

The purpose of this presentation was to describe an operational, non-categorical, performance-based teacher education program for the preparation of teachers of the handicapped currently ongoing at the Department of Special Education, University of Northern Iowa.

A panel of professional educators described and discussed the graduate and undergraduate programs currently being implemented. A slide show presentation of the critical components in the performance based program accompanied the presentation. Performance criteria which have been delineated in the four major components of the educational process (assessment procedures, programming designs, instructional strategies and evaluation techniques) were presented. Included in the presentation was an explanation of how steps toward accountability for students, faculty and total program performance are being achieved through product oriented evaluation techniques.

UNI PERFORMANCE BASED TEACHER TRAINING PROGRAM

Introduction

The performance based teacher training program at UNI is exemplary in that it meets the seven major characteristics advocated by proponents of this approach (Blackhurst, 1978). Specifically, the UNI performance based teacher training program:

1. states competencies publicly;
2. identifies objectives for learners in behavioral terms;
3. delineates criteria for measuring competencies;
4. provides alternative and/or remediational activities for students;
5. provides a variable time line for reaching competence while holding achievement constant;
6. holds faculty accountable for program design implementation while students are accountable for their own achievements;
7. tailors programs to students' individual needs.

Each of these program characteristics were described and discussed during the course of the presentation. Steps toward accountability for students, faculty, and total program performance were delineated. It was suggested that the working model described can provide tested guidelines for professionals interested in bringing greater accountability to teacher preparation programs.

Panel Discussion Topics and Members

1. Historical Perspectives of the Development of the Performance Based Training Program at UNI - Marion Thompson, Department Chairman. In 1973, the Division of Special Education in the Department of Curriculum and Instruction at UNI submitted a proposal to USOE-BEH for a program assistance grant for the design and implementation of a performance based, multicategorical, teacher training program. The training module adopted a diagnostic-prescriptive format

progressing in structure from individual to group instruction utilizing correlate in-class instruction and field based practica experiences. Performance criteria were designed for each program components and assigned to the organizational structure for delivery and monitoring. Evaluation of trainee and program functioning are included in all aspects of the process. The program has undergone continuous revision and is scheduled for replication at another institution in the coming year.

Adjective descriptors describing the UNI special education program were presented and contrasted to adjective descriptors representative of traditional special education teacher training programs. Point by point analogical

---

Insert Figure 1 about here

---

comparisons were made emphasizing differences across the two systems. This presentor closed by discussing the basic philosophical axioms on which the UNI performance based teacher training program is built. The teaching act is

---

Insert Figure 2 about here

---

perceived essentially at UNI as a process which can be observed, analyzed and consequently, taught.

2. Description of the Performance Based Teacher Training Program - Donna Raschke, Department Faculty. The UNI special education program is noncategorical. The program encompasses the traditional categories of mental retardation, emotional disturbance and specific learning disabilities. The purpose is to promote the preparation of teachers with the requisite skills to teach children who exhibit a wide variety of learning and behavior problems rather than training teachers capable of dealing with only one categorical area in special education

The UNI program is performance based. Performance criteria are specified and agreed upon in advance of instruction. The actual accomplishment of the

---

Insert Table 1 about here

Insert Table 2 about here

---

specified performance criteria by the trainee is achieved in a three semester block. In Figure 3 can be found the integrative model of the UNI special education training sequence.

Insert Figure 3 about here

The first semester consists of lecture classes that introduce students to the basic theoretical understandings and issues in special education as well as brief encounters with children exhibiting various handicapping conditions. Such classes as "Survey of Exceptional Children" and "Readings in Special Education" are presented. In addition, the students are required to visit community agencies and spend several hours a week in contact with handicapped children. This initial exposure is important. It provides the student with a chance to determine whether he wishes to continue in special education.

If the student decides to continue in special education and he achieves satisfactorily in his coursework, the second semester of training is begun. This semester is called Phase I. In Phase I three components are inherent. These include two input courses and the practicum. The Management Input course provides the student with the skills of behavior modification, educational organization and evaluation. In the Instructional Input course, information

is provided concerning task presentation techniques, curricular materials, skill sequencing and content determination. (In Phase I both courses deal with input basic to all functioning levels.) Along with these two classes a Practicum Experience is set up in which the input of the courses is implemented by the trainee with a handicapped child as the information is presented in the courses (week by week). It is this demonstrated use of the information provided in the input courses with a child that allows the performance based approach to be carried out. In other words, the Practicum Experience serves as the core of the program fed by the other two components, Instructional Methodology and Educational Management, for implementation and performance accountability. The practicum is arranged and supervised (both on and off campus) by a practicum organizational and monitoring unit, The Northern Iowa Instructional Laboratory (NIIL). (Discussed under Operationalizing the Performance Based Teacher Training Program.)

After the student trainees successfully demonstrate the application of teaching skills with an individual child they are permitted to progress to Phase II. The Phase II series parallels the Phase I components with a change of emphasis to the teaching of a group of children rather than just one child (the move is from simple to more complex teaching situations). The Management Input class provides the student trainees with behavior modification techniques, organizational teaching strategies, evaluation tools and communication procedures that can be implemented with a group of children. An emphasis on teaching precision and sophistication of management techniques for group work is stressed. In Phase II the Instructional Input requires the student to choose two specific training levels of interest. The options available include the following functioning levels: (a) preacademic (severe and profound); (b) preschool handicapped (readiness); (c) primary; (d) intermediate; and (e) secondary. (It is this emphasis on functioning level that is employed to

replace the traditional categorical emphasis.) The instructional input provides information concerning task analysis, specific skill sequencing, methods and materials in the respective level of interest for teaching a group of children. As in Phase I, the core of Phase II is the Practicum Experience where the student trainees are required to demonstrate the skills presented in the input courses with groups of children in classroom settings. The coordination and supervision of the practicum are again the primary responsibility of NIIL. The practicum settings are located in cooperating classes in the surrounding school districts.

3. Operationalizing the Performance Based Teacher Training Program - Harriet Healy, Supervision Coordinator. The Northern Iowa Instructional Laboratory (NIIL) is the practicum supervision/monitoring component of the University of Northern Iowa (UNI) special education teacher training program. The information regarding each trainees practicum performance, collected and disseminated by NIIL, provides the department staff the necessary data to guide each trainee into a variety of settings with a variety of handicapped learners. This section of the presentation described the NIIL structure and responsibilities which enables the program to enroll approximately 150 students per semester in performance based teacher training. The responsibilities of the NIIL staff, with the assistance of trained graduate assistants are to: (a) make known in advance the responsibilities in regard to practica to trainees, cooperating school personnel, community agencies, and special education instructional staff; (b) continually monitor and collect precise data regarding trainee performance on specific criteria related to specific phases of the program; (c) disseminate ongoing accountability information to both trainees and Division of Special Education input personnel to identify strengths and needs; and (d) provide quality services to referring agencies and cooperating

school personnel by remediation and refinement of trainees' skills necessary in the performance of their assigned duties with handicapped children.

Insert Figure 4 about here

The evaluation procedure designed for the practicum coordinator parallels that of the instructional faculty. First, the effectiveness of the practicum coordinator is rated by the student trainees and laboratory supervisors. In addition, the coordinator is evaluated by the performance of the student trainees in the practicum experience. As in the courses, the practicum is designed to provide specific inputs such as scheduling when to meet with a child(ren), when to turn in practicum records, and most important, provide remedial feedback. Subsequently, when performance criteria related to such inputs are measured the accountability evaluation of the practicum coordinator is achieved.

There are three ways information is gained concerning each student trainee's progress. The first is the traditional paper and pencil examinations where the student trainee is expected to answer questions concerning material provided in the input courses. The second evaluation involves the student trainees ability to apply the information provided to teaching a child or group of children. The third evaluation procedure involves the direct accountability of the student trainee for the progress of a handicapped child. Certain objectives based on the abilities and needs of the child are decided upon and the role of the student trainee is to move the child(ren) toward these objectives. His success in accomplishing this constitutes an accountability evaluation for the student trainee.

In the accountability of the student for the progress of the child is a "built in" evaluation of overall program effectiveness. If a few student

trainees have difficulty in effecting progress in children it is a reflection on the particular student trainees. If, however, the majority of trainees are unable to effect change in the children for which they are responsible, this is a reflection on the ability of the total training program to effectively train teachers. This, in essence, is an evaluation of the integration of all component parts which constitute the total training program.

Insert Figure 5 about here

---

4. Product User Perspective - Vilas (Sid) Morris, AEA 7, Central Sector Coordinator. A school administrator discussed: (1) the role of a local school district in providing field experiences for the University of Northern Iowa performance based teacher training program, and (2) an employer's perspective of teachers trained in goal setting diagnostics, objective writing, and management systems for special education students/programs.

References

Blackhurst, E.A. Some practical considerations in implementing competency-based special education training programs. Theory and Design of Competency-Based Education, University of Kentucky: Lexington, 225-236.

TABLE 1

PHASE I CRITERIA

1. Interview parent and teacher and record clear statement of problems. Conduct initial observation. Weight = 3%

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Report of parent interview	3	.50-synopsis of interview	1A reason for referral 1B synopsis/parent	22:170
		.50-state behaviorally	1A reason for referral 1B synopsis/parent	
		1.0-home environment	1B hypothesis/home	
		1.0-rationale for perceptions	1B hypothesis/home	
b. Report of teacher interview	3	.50-synopsis of interview	1A reason for referral 1B synopsis/teacher	22:170
		.50-state behaviorally	1A reason for referral 1B synopsis/teacher	
		1.0-hypothesis of school environment	1B hypothesis/school	
		1.0-rationale for perceptions	1B hypothesis/school	
c. Complete initial observation	1	.50-list what you see	1C behavior list	22:170
		.50-list time and skill area	1C behavior list	
d. Summary of collected information	3	1.0-consistencies and inconsistencies	1C summary of consistencies and inconsistencies	22:170
		1.5-state critical behaviors to be remediated and functional rationale	1C critical behavior to be remediated	
		.50-state behaviorally	1C	

2. Design criterion reference test and select reinforcers to be empirically verified. Weight = 15%

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Design or identify a criterion reference tool which will identify functioning in critical area	8	1.5-design sufficient samples of each level of task area 1.5-sufficient range of levels (frustrational, instructional, mastery) 1.0-sufficient trials within each sample at each level 1.0-levels sequenced from easiest to most difficult 1.0-precise description of test procedures and record keeping format .25-specify testing time .25-specify reinforcer .50-specify contingency .50-specify schedule .50-normative range of test	Form 2A	22:174
b. From parent and teacher interview and observation identify reinforcing and adversive events	1	.25-from parent, 3 S+R's & 3 S-R's .25-from teacher, 3 S+R's & 3 S-R's .25-from observation, 3 S+R's and 3 S-R's .25-from pupil interview/interaction, 3 S+R's & 3 S-R's	2B (S+R columns/S-R columns) 2B (S+R columns/S-R columns) 2B (S+R columns/S-R columns) 2B (S+R columns/S-R columns)	22:170
c. State hierarchy for reinforcing and aversive events	1	.25-delineate hierarchy from most preferred to least preferred (minimum 3 - maximum 6) and state source .50-identify one novel reinforcer .25-rationale for selection	2B hierarchy & source 2B 2B rationale	22:170

3. Administer criterion reference test and verify reinforcers. Weight = 10%

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibili
a. Availability of tests and procedure	.50	.50-3A/3B available	Observation	22:192
b. Test conditions appropriate	3.75	1.25-directions delivered as stated	Observation and 2A CRT	22:170
		1.25-no evidence of incidental prompting	Observation	22:170
		1.25-Reinforcement delivered as stated (reinforcer, schedule, contingency)	Observation and Form 3A reinforcer used	22:170
c. Summary of CR test results	2.00	.50-correct scoring of tool	Form 3A rating columns	22:170
		1.0-identification of functioning levels	Form 3A functioning levels	
		.50-submit administered and scored CRT	Form 2A (pupil copy)	
d. Reinforcer verification	3.75	.50-specific task description (type of response, time, materials)	Form 3B task	22:170
		.50-state specific reinforcer	Form 3B reinforcer/ contingency	
		.50-state contingency	Form 3B reinforcer/ contingency	
		.25-state reinforcer type	Form 3B type	
		.25-state reinforcer schedule	Form 3B schedule	
		.25-explore a useable range of reinforcers from 2B (at least 3)	Form 3B	
		.50-explore a novel reinforcer	Form 3B	
		.50-record response (rate, duration)	Form 3B response	
		.50-rank the reinforcer explored (base on response)	Form 3B ranking	

4. Write appropriate terminal behavior reflecting diagnostic findings and provide task analysis of teaching steps.

MUST PASS Weight = 15%

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. State appropriate behavior	2	.50-related to a critical area	4A Terminal Objective	22:170 & 22:174
		1.00-behavior desired specifically stated	4A Terminal Objective	
		.50-observable	4A Terminal Objective	
b. State expected level of pupil performance	3	1.00-appropriate level of acceptable performance	4A Terminal Objective	22:170
		1.00-measurably stated	4A Terminal Objective	
		1.00-rationale for criteria determination		
c. State conditions and reinforcement contingencies	1	.50-appropriateness of conditions	4A Terminal Objective	22:170
		.50-appropriateness of reinforcement, contingencies, and schedule	4A Terminal Objective	
d. Delineate steps between entering functioning level and terminal goal	4	1.00-sufficient subskills delineated	4A Task Analysis	22:170 & 22:174
		1.00-incorporate only necessary subskills (no excess baggage)	4A Task Analysis	
		1.00-sequentially order steps (easy to difficult)	4A Task Analysis	
		1.00-entry skills (prerequisites) are adequately delineated	4A Task Analysis	

Criteria 5, 7, 9, 11, 13

Prescribe appropriate daily objectives and means to achieve them.

Criteria 5 Weight = 3%
Criteria 7 Weight = 3%
Criteria 9 Weight = 3%
Criteria 11 Weight = 3%
Criteria 13 Weight = 2%

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibili
a. State enroute objectives	1.5	.50-daily prescriptions related to child's progress or needs	5A Enroute Objective	22:170 & 22:1
		.50-criteria level of acceptance	5A Enroute Objective	
		.50-appropriate behaviorally stated	5A Enroute Objective	
b. Prescribe eliciting materials	3	1.00-type of material (interest level, relate to enroute, difficulty level)	5A Material/Activity	22:174
		1.00-appropriate variety to insure generalization of stated enroute	5A Material/Activity	
		1.00-properly sequenced	5A Material/Activity	
c. Prescribe instructional strategies and correction procedures	2.5	.50-matched to activity/materials	5A Strategies/Corrections	22:174
		1.00-clearly described	5A Strategies/Corrections	
		1.00-logically sequenced	5A Strategies/Corrections	
d. Prescribe contingency management system	1	.50-type and schedule of reinforcement based on pupil's needs	5A Management Procedures	22:170
		.50-contingent upon critical area requiring modification	5A Management Procedures	
e. Provide evidence of daily and weekly evaluation	2	.50-evaluation procedure appropriate	5A Evaluation Procedure	22:170
		.50-measure pupil's progress in terms of stated evaluation procedure	5A Evaluation Procedure	
		.50-submit appropriate weekly progress reports to parents and teachers	5B Progress Report	
		.50-graph pupil progress meaningful to student	5C Graph	22:170

RATING SHEET

Criteria 5, 7, 9, 11, 13

	#5 DATE	#7 DATE	#9 DATE	#11 DATE	#13 DATE
a. 1.5 points					
.50 -					
.50 -					
.50 -					
b. 3 points					
1.00 -					
1.00 -					
1.00 -					
c. 2.5 points					
.50 -					
1.00 -					
1.00 -					
d. 1 point					
.50 -					
.50 -					
e. 2 points					
.50 -					
.50 -					
.50 -					
.50 -					

Criteria 6, 8, 10, 12, & 14

Execute prescribed program for pupil.

Criteria 6 Weight = 8%
Criteria 8 Weight = 10%
Criteria 10 Weight = 9%
Criteria 12 Weight = 5%
Criteria 14 Weight = 5%

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Execute delivery system	6	1.00-execute activities and instructional procedures prescribed	5A Activities (Strategies)	22:170&22:174
		1.00-employ correctional procedures appropriately in regard to pupil's response	Observation	
		1.00-effective use of time	Observation	
		1.00-appropriate teacher language employed	Observation	
		1.00-components of teaching session include only essential steps	Observation	
		1.00-components of teaching include necessary steps	Observation	
b. Exhibit the management procedures prescribed	2	1.00-exhibit the type, schedule and contingency relationship prescribed	5A Reinforcers & Observation	22:170
		1.00-adjust management system appropriate in regard to responses	5A Observation	
c. Exhibit daily evaluation prescribed	2	1.00-exhibit the use of prescribed daily evaluation procedures	5A Materials & Observation	22:170&22:174
		1.00-appropriateness of daily decisions	5A Behavior Response, Enroute Objective, & Observation	

RATING SHEET
Criterias 6, 8, 10, 12, & 14

	#6 DATE	#8 DATE	#10 DATE	#12 DATE	#14 DATE
a. 6 points					
1.00 -					
1.00 -					
1.00 -					
1.00 -					
1.00 -					
1.00 -					
b. 2 points					
1.00 -					
1.00 -					
c. 2 points					
1.00 -					
1.00 -					

15. Final evaluation and summary of pupil's progress and professionalism. Weight = 5%

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Evaluate progress toward terminal	2	1-evaluate progress in the critical area(s)	6A Academic Progress	22:170 & 22:174
		1-objectively evaluate progress made toward terminal	6A Synopsis of Progress	
b. Analysis of remedial procedures	2	1-most effective materials, strategies and consequational variables	6A Analysis	22:170 & 22:174
		1-least effective materials, strategies and consequential variables	6A Analysis	
c. Final interviews	2	1-parent responses to critical and concomitant behavior progress	6B Home progress noted and concomitants	22:170
		1-teacher responses to critical and concomitant behavior progress	6B School progress noted and concomitants	
d. Summary (Typed - 3 copies)	4	1-clear statement of objective	6C Objective	22:170 & 22:174
		1-state entering and exiting levels and progress made	6C Entering level and exiting level and progress made	
		1-summarize remedial procedures employed, parent and teacher comments and final recommend-ations	6C Remedial procedures-parent and teacher interview and recommend-ations	
		1-summary statements, clear and appropriate to recipients (referring teacher and parents)	6C Entire final summary report	

15. Demonstrate professional behavior. (Con't) Weight = 1%

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Responsive to time committments	2	1-forms in on time 1-on time for teaching sessions if unable to teach, let all concerned persons know, e.g. parent, school, Lab personnel	Observation Observation	22:192
b. Seminar attendance	1	1-attendance required unless lab assistant informed ahead of time	Observation	22:192
c. Flexibility toward unforseen problems	1	1-demonstrate ability to handle problems which arise such as attendance problems due to pupil's illness, transportation problems	Observation	22:170, 22:714, 22:192
d. Responsive to remedial suggestions from staff	3	1.5-does discuss 1.5-does implement	Observation	22:170, 22:174 22:192
e. Positive attitude with pupil, parent, other professionals	3	1-pupil 1-parent 1-other professionals (referring teacher)	Observation Observation	22:170, 22:174, 22:192

TABLE 2

PHASE II CRITERIA

1. Interview classroom teacher, plan coordinated lessons. Weight = 1%

Date _____

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Classroom curricular goals as related by teacher	1	1-state relevant behavioral goals	Form B	22:171
b. Classroom behavioral goals as related by teacher	1	1-state relevant behavioral goals	Form B	22:171
c. Record classroom schedule as observed	1	1-record accurately	Form B and Lab Ass't Observation	22:192
d. Plan curricular goals for coordinated lessons	3	1-indicate population, time, location 1-select curricular area for coordinated lessons 1-write an appropriate curricular goal	Form B	22:171
e. Plan behavioral goals for coordinated lessons	3	1-describe critical behaviors 1-collect baseline data (2 samples) 1-write an appropriate behavioral goal	Form B	22:171
f. Obtain approval and rating by classroom teacher	1	1-secure teacher signature indicating approval of planning	Form B	22:192

2. Record, analyze and interpret behavior patterns in the classroon setting. (Four behavior counts required) Weight = 2%

Subcriteria	Credit	Breakdown	Evaluation Source	Input Respsonsibil
a. Observe and record behavior counts	2	1-accurately record antecedent events, student response and consequent events 1-complete observation within recommended time limit (5 min.)	*Form C and Supplement #1	22:171
b. Individually analyze behavior count data	4	1-determine effective and ineffective method of presentation 1-determine effective and ineffective materials 1-determine effective and ineffective teacher reactions 1-determine effective and ineffective peer responses	C-1 and Supplement #2	22:171
c. Individually interpret behavior count data	4	1-describe additional considerations/ suggested prescription for M/P 1-describe additional considerations/ suggested prescription for materials 1-describe additional considerations/ suggested prescription for teacher reactions 1-describe additional considerations/ suggested prescription for peer responses	C-2 and Supplement #3	22:171

*Note: If appropriate for the population or setting, Form C may be substituted by another observational instrument. Approval for such substitution must be secured from NIIL.

3. Individual pupil curricular analysis based on formal and informal diagnostic procedures. This will be rated twice. Weight = 12%

Date _____

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Based on continual data collection techniques*, analyze diagnostic information on each child	10	**10-Definitive present academic functioning levels	C-3	
		a. Severe/Profound and PreAc, e.g., cognitive, social, language, motor	Developmental scale results and informal evaluations Daily log	22:187 22:183
		b. Primary - process and/or academic task or skill levels, e.g., reading, math, writing, spelling, or processes/abilities	Formal and informal test results Daily Log	22:180
		c. Intermediate - entry levels, e.g., reading, math, writing	Formal and informal test results Daily log	22:182
		d. Secondary - entry level, e.g., functional, reading, writing, math skills, pre-vocational skills, vocational skills	Formal and informal test results Daily log	22:181

*This can be trainee administered and/or obtained from existing records and classroom interactions.
**Breakdown determined by 180 instructional staff.

4. Group behavioral based on formal and informal diagnostic procedures. Weight = 12%

Date _____

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Based on observation, interviews, permanent product analysis, student questionnaires, behavior count interpretation and other sources, prescribe an appropriate instructional system for the coordinated lessons	5	1-describe skill/concept presentation 1-describe methodology 1-describe evaluation procedures 1-describe instructional correction procedures 1-indicate necessary individual considerations	Form C-4 (Part 1) C-4 Worksheet	22:180
b. Based on observation, interviews, permanent product analysis, student questionnaires, behavior count interpretation and other sources, prescribe an appropriate management system for the coordinated lessons.	5	1-describe reinforcement system 1-describe behavioral correction system 1-describe sociometric arrangements 1-describe self-control procedures 1-indicate necessary individual considerations	Form C-4 (Part 2) C-4 Worksheet	22:171

5. Mid-practicum Lab Assistant Rating. Weight = 2%

Date _____

D Supplement and Observation — 22:171 and 22:180

4. Develop first coordinated lessons terminal and pre-test. (Rated by classroom teacher and 180 staff person.) Weight = 5%

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibilit
a. Select area of instruction appropriate to group practicum setting and needs of children. (Rated by supervising teacher.)	1	1-trainee assess needs and developed idea and plan independently 0-plan and/or refinement needed, substantial teacher assistance	Initial format (Tentative terminal)	22:180's and supervising teacher
b. Write appropriate terminal objective	5	1.5-objective appropriate in substance terminal reflects intent of teaching	E-1	22:180's
		1.5-objective clearly, precisely and behaviorally stated	E-1	22:180's
		1-objective based on observation informal diagnostics, and/or formal diagnostics of group to be taught	E-1 and C Form analysis diagnostics and pre-test results	22:180's
		1-criteria level and condition appropriate to assessment findings (frequency and/or accuracy levels)	E-1 and C Form analysis	22:180's
c. Design and execute pre-test	4	1-clear distinction between pre-test and diagnostics	E-1 and C Form analysis	22:180's
		1-measures terminal	E-1 Pre-test procedures	22:180's
		1-pre-test accurately executed	E-1 description of entering behavior	22:180's
		1-pre-test precisely described, reported, and interpreted	E-1 description of entering behavior	22:180's

7. Based on approved terminal objective, develop an instructional plan leading to the terminal objective (At least four samples of teaching records must be provided on E-2 forms.)
Weight = 7%

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Develop and state enroutes related to the terminal	2	.5-state behaviorally .5-first enroute reflects entry level behavior of group according to pre-test 1-subsequent enroutes move sequentially toward terminal based on individual needs	E-2 E-1 and E-2 E-2	22:180
b. Develop and state method of presentation	.5	.5-appropriate to materials and optimum learning mode	E-2 and Diagnostic results	22:180
c. Develop appropriate methodology	4	1-acquisition activities appropriately designed to teach skill/concept 1-fluency/maintenance activities sufficient in quantity, variety and student response requirements .5-activities properly sequenced (e.g., concrete to abstract, easy to difficult, toward independent response) .5-develop an appropriate instructional correction system 1-evidence of individualization of methodology as necessary	E-2 and Diagnostic results	22:180
d. Develop an appropriate management system	2.5	1-indicate appropriate reinforcement system to improve both academic and social/emotional skills (include type, contingency and schedule) 1-design a behavioral correction system designed to manage interferring behaviors .5-evidence of individualization of management	E-2 and Diagnostic results	22:171
e. Develop evaluation format and task		1-evaluation task and format measures enroute objective		22:180

8. Execute first coordinated lesson. (Teaching will be observed two to four times.) Weight = 10%

Date _____

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Effectively present	1	.5-directions, cues given clearly, concisely, appropriate mode .5-assess student comprehension of directions/task	E-2 and Observation Sheets	22:180
b. Effectively apply methodology*	4	*1-delivery of acquisition activities teach intended concept (sufficient information, examples, demonstration, verbalization) *1-provision for retention/maintenance activities *1-provision for fluency (timed activities) *1-provision for generalization/transfer (direct application)	E-2 and Observation Sheets	22:180
c. Correctional and individualization procedures	1	.5-effective application of instructional correction system .5-individualization and modification of methodology provided as necessary	E-2 and Observation Sheets	
d. Effectively apply management	4	1-delivery of reinforcement system consistent with contingency 2-effective recognition and intervention of interferring behavior(s) 1-individualization and modification of management provided as necessary	E-2 and Observation Sheets	22:171

*Point breakdown may be distributed or combined depending on lesson format (e.g., if appropriate to use entire lesson for acquisition then acquisition worth 4 points).

9. Evaluation of first coordinated lesson. (Rated two to four times). Weight = 5%

Date _____

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Daily evaluation of enroute progression	1	.5-task analysis apparent, sequence appropriate .5-instructional rate appropriate	E-2, E-3 and Observation Sheets	22:171 and 22:180
b. Daily evaluation of methodology	4.5	1-effectiveness indications for acquisition activities 1-effectiveness indications for fluency activities 1-effectiveness indications for instructional correction system 1-effectiveness indications for individualized methodology .5-instructional decision	E-2, E-3 and Observation Sheets	22:180
c. Daily evaluation of management	3	1-effectiveness for reinforcement system 1-effectiveness indications for behavioral correction system 1-effectiveness indications for individualized management	E-2, E-3 and Observation Sheets	22:171
d. Daily assessment of evaluation task and format	1	1-appropriate design, measures enroute	E-2, E-3 and Observation Sheets	22:192
e. Conduct and record post test	.5	.5-format consistent with pretest	E-4	

10. Second Lab Rating - D Supplement Date _____	Weight = 3%	Evaluation Source	Input Responsibility
		D Supplement and Observation	22:171 and 22:180

11. Supervising teacher rating - D-1 Supplement Date _____	Weight = 6%	Evaluation Source	Input Responsibility
		D-1 Supplement and Observation	22:171 and 22:180

12. Develop second coordinated lessons terminal and pre-test. (Rated by classroom teacher and 180 staff person.)
Weight = 7%

Date _____

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Select area of instruction appropriate to group practicum setting and needs of children (Rated by supervising teacher)	1	1-trainee assess needs and developed idea and plan independently 0-plan and/or refinement needed, substantial teacher assistance	Initial format (tentative terminal)	22:180's and supervising teacher
b. Write appropriate terminal objective	5	1.5-objective appropriate in substance (terminal reflects intent of teaching)	F-1	22:180's
		1.5-objective clearly, precisely and behaviorally stated	F-1	22:180's
		1-objective based on observation, informal diagnostics, and/or formal diagnostics of group to be taught	F-1 and C-3 Form analysis diagnostics and pre-test results	
		1-criteria level and condition appropriate to assessment findings	F-1 and C-3 Form analysis	22:180's
c. Design and execute pre-test	4	1-clear distinction between pre-test and diagnostics	F-1 and pre-test procedures	22:180's
		1-measures terminal	F-1 and pre-test procedures	22:180's
		1-pre-test accurately executed	F-1 description of entering behavior	22:180's and
		1-pre-test precisely described reported and interpreted	F-1 description of entering behavior	22:192

13. Based on approved terminal objective, develop an instructional plan leading to the terminal objective. (At least four samples of teaching records must be provided on F-2 forms.)
Weight = 8%

Date _____

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Develop and state enroutes related to the terminal	2	.5-state behaviorally .5-first enroute reflects entry level behavior of group according to pre-test 1-subsequent enroutes move sequentially toward terminal based on individual needs	F-2 F-1 and F-2	22:180
b. Develop and state method of presentation	.5	.5-appropriate to materials and optimum learning mode	F-2 and Diagnostic results	22:180
c. Develop appropriate methodology	4	1-acquisition activities appropriately designed to teach skill/concept 1-fluency/maintenance activities sufficient in quantity, variety and student response requirements .5-activities properly sequenced (e.g., concrete to abstract, easy to difficult, toward independent response) .5-develop an appropriate instructional correction system 1-evidence of individualization of methodology as necessary	F-2 and Diagnostic results	22:180
d. Develop an appropriate management system	2.5	1-indicate appropriate reinforcement system to improve both academic and social/emotional skills (include type contingency and schedule) 1-design a behavioral correction system designed to manage interferring behaviors .5-evidence of individualization of management	F-2 and Diagnostic results	22:171
e. Develop evaluation format and task	1	1-evaluation task and format measures enroute objective		22:180

14. Execute second coordinated lesson. (Teaching will be observed two to four times.) Weight = 12%

Date _____

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Effectively present	1	.5-directions, cues given clearly concisely, appropriate mode .5-assess student comprehension of directions/task	F-2 and Observation Sheets	22:180
b. Effectively apply methodology	5	2-delivery of acquisition activities teach intended concept (sufficient information, examples, demonstration, verbalization) 2-provision for student response and comprehension (efficient fluency activities, appropriate cueing and prompting, questioning techniques) .5-effective application of instructional correction system .5-individualization and modification of methodology provided as necessary	F-2 and Observation Sheets	22:180
c. Effectively apply management	4	1-delivery of reinforcement system consistent with contingency 2-effective recognition and intervention of interferring behavior(s) 1-individualization and modification of management provided as necessary	F-2 and Observation Sheets	22:171

53

15. Evaluation of second coordinated lesson. (Rated two to four times.) Weight = 8%

Date _____

Subcriteria	Credit	Breakdown	Evaluation Source	Input Responsibility
a. Daily evaluation of enroute progression	1	.5-task analysis apparent, sequence appropriate .5-instructional rate appropriate	F-2, F-3 and Observation Sheets	22:171 and 22:180
b. Daily evaluation of methodology	4	1-effectiveness indications for acquisition activities 1-effectiveness indications for fluency activities 1-effectiveness indications for instructional correction system 1-effectiveness indications for individualized methodology	F-2, F-3 and Observation Sheets	22:180
c. Daily evaluation of management	3.5	1-effectiveness indications for reinforcement system 1-effectiveness indications for behavioral correction system 1-effectiveness indications for individualized management .5-instructional decision	F-2, F-3 and Observation Sheets	22:171
d. Daily assessment of evaluation task and format	1	1-appropriate design, measures enroute	F-2, F-3 and Observation Sheets	22:192
e. Conduct and report post test	.5	.5-format consistent with pre-test	F-4	

5A

FIGURE 1

UNI SPECIAL EDUCATION TRAINING PROGRAMS

Performance Based (Current)		Traditional (Previous)
PERFORMANCE BASED	———	TEST BASED
FIELD BASED	———	CLASSROOM BASED
MULTICATEGORICAL	———	CATEGORICAL
DEVELOPMENTAL/FUNCTIONAL	———	LABEL ORIENTED
DATA BASED	———	VALUE BASED
CRITERION-REFERENCED	———	NORM-REFERENCED
PROCESS ORIENTED	———	CONTENT ORIENTED
COLLABORATIVE	———	SINGLEISTIC
ECLECTIC	———	SINGLE THEORY

FIGURE 2

PHILOSOPHICAL AXIOMS OF THE UNI PERFORMANCE BASED TEACHER TRAINING PROGRAM

1. THE TEACHING ACT IS ESSENTIALLY A PROCESS IN NATURE; THUS IT CAN BE OBSERVED, ANALYZED AND TAUGHT.

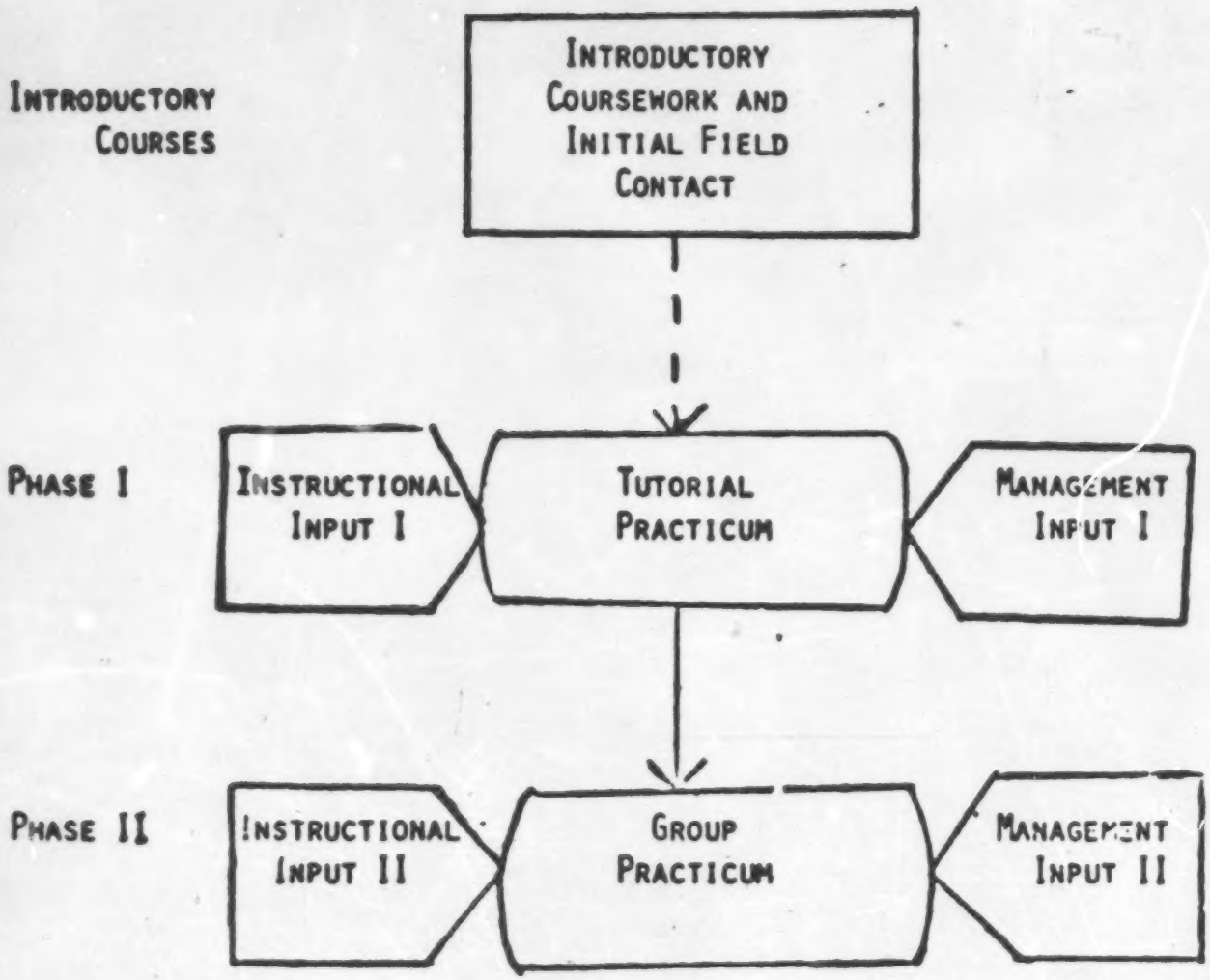
2. THE TEACHING ACT REQUIRES DELIBERATE ORGANIZATION OF ANTECEDENT AND CONTINGENT EVENTS IN ORDER TO EXPEDITE AND DIRECT THE COURSE OF LEARNING.

3. MOST TEACHING IS DEVELOPMENT IN NATURE AND REQUIRES THAT INSTRUCTION MUST BEGIN WHERE THE LEARNER "IS" IN RELATIONSHIP TO THE BEHAVIORS TO BE LEARNED. INSTRUCTION BEGINS WITH THE SIMPLE AND CONCRETE AND PROCEEDS TOWARD THE COMPLEX AND ABSTRACT.

4. THE BEST AND PRIMARY CRITERION UPON WHICH TO JUDGE THE QUALITY OF TEACHING IS THE EFFECT IT HAS UPON THE BEHAVIORS OF THE LEARNERS.

5. TEACHER TRAINING IS A FORM OF TEACHING WHICH ADHERES TO THE ABOVE PRINCIPLES.

FIGURE 3

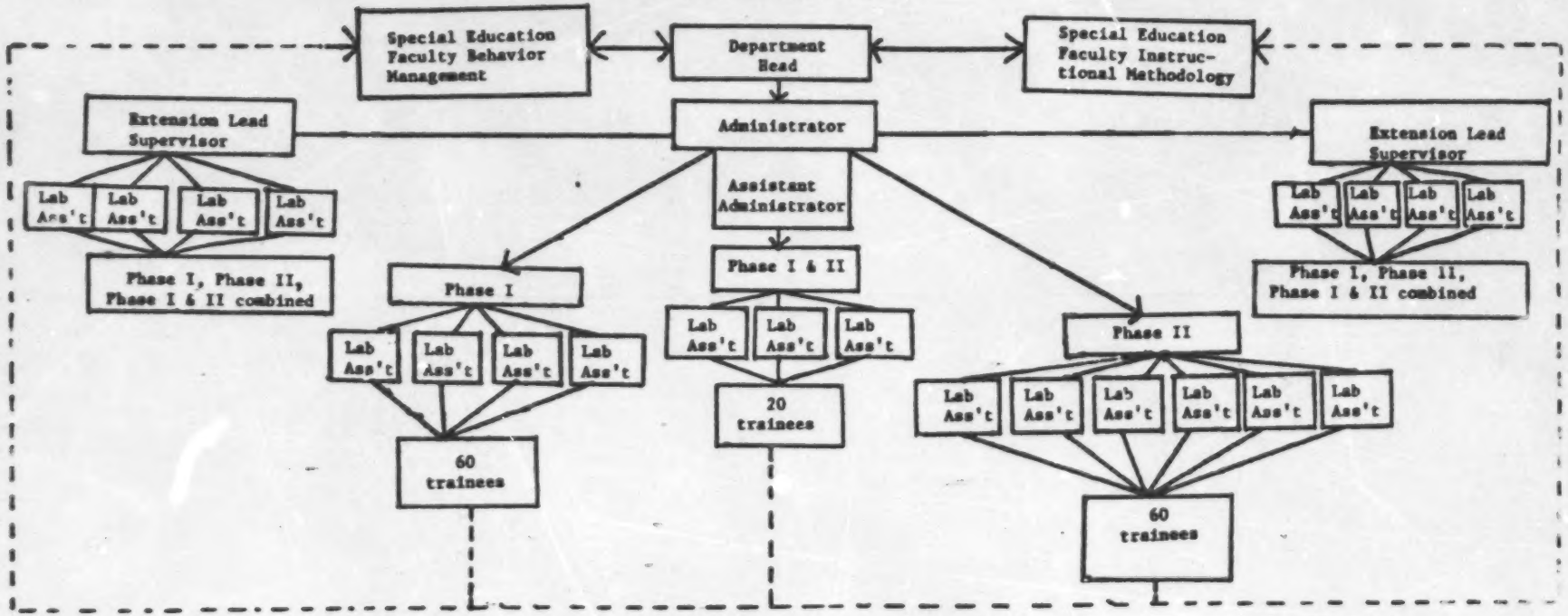


CAN SELECT FROM TWO COURSES FROM:

PREACADEMIC
PRIMARY
INTERMEDIATE
SECONDARY
PROFOUND
AND NOW CAN TAKE EARLY CHILDHOOD

Figure 4

NORTHERN IOWA INSTRUCTIONAL LABORATORY ORGANIZATIONAL CHART
FOR PHASE I, PHASE II, AND
COMBINED PHASE I & II PRACTICA



Phase I Practicum Sites

*ratio of Phase I trainees per lab ass't 12-15 to 1
*ratio of Phase II trainees per lab ass't 10 to 1
*ratio of Phases combined per lab ass't 6-7 to 1

Satellite* I 12-15	Satellite* II 12-15	On-campus Lab 25-30	Satellite* III 12-15

*Satellites now operational
I Hawthorne Elementary-Waterloo
II North Cedar Elementary-Cedar Falls
III Holmes Junior High-Cedar Falls

Phase II Practicum Sites (self-contained & resource settings)

Functioning Level Severe and Profound	Functioning Level Pre-academic	Functioning Level Primary	Functioning Level Intermediate	Functioning Level Secondary

——— direct authority
- - - - consulting and/or direct input relationship

Figure 5

Flow Chart of Accountability for a Performance Based TEacher Training Model